



Fact Sheet

DANTES Subject Standardized Tests

HUMAN RESOURCE MANAGEMENT

TEST INFORMATION

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

CONTENT

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

	Approximate Percent		Approximate Percent
I. An Overview of the Human Resource Management Field	4%	III. Staffing	15%
A. Historical development		A. Recruiting	
B. Human resource functions		B. Selection	
C. The human resource manager		C. Promotions and transfers	
D. Motivation, communication, and leadership		D. Reduction-in-force	
E. Ethical aspects of human resource decision making		E. Voluntary turnover	
II. Human Resource Planning	6%	IV. Training and Development	11%
A. Strategic human resource issues		A. Orientation	
B. Job analysis and job design		B. Career planning	
		C. Principles of learning	
		D. Training programs and methods	
		E. Development programs	
		V. Performance Appraisals	10%
		A. Reasons for performance evaluation	
		B. Techniques	
		C. Problems	
		VI. Compensation Issues	15%
		A. Job evaluation	
		B. Wage and salary administration	
		C. Compensation systems	
		D. Benefits - mandatory and voluntary	
		VII. Safety and Health	5%
		A. Occupational accidents and illness	
		B. Quality of work life	
		C. Workplace security	
		VIII. Employee Rights and Discipline	5%

**Approximate
Percent**

SAMPLE QUESTIONS

IX. Employment Law

15%

- A. Equal employment opportunity laws (e.g., Civil Rights Act Title VII, ADA, ADEA)
- B. Compensation and benefits related laws (e.g., ERISA, FMLA, FLSA)
- C. Health, safety and employee rights laws (e.g., OSHA, WARN)
- D. Union laws (e.g., NLRA, Taft-Hartley Act, Civil Service Reform Act)

X. Labor Relations

6%

- A. Unions
- B. Collective bargaining
- C. Unionized versus non-unionized work settings

XI. International Human Resource Management

4%

XII. Current Issues and Trends

4%

- A. Workforce diversity
- B. Human resource information systems
- C. Changing patterns of work relationships (e.g., virtual office, contingent workers, autonomous work groups)

Questions on the test require candidates to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms (about 35-40% of the examination)
- Understanding of concepts and principles (about 30-35% of the examination)
- Ability to apply knowledge to specific problems and situations (about 25-30% of the examination)

1. Specific standardized questions are used primarily in which of the following types of interviews?
 - (A) Patterned or structured
 - (B) Nondirective
 - (C) Group or board
 - (D) Stress
2. Organizational or companywide incentive plans include all of the following EXCEPT
 - (A) employee stock ownership plans (ESOP's)
 - (B) Scanlon plans
 - (C) profit-sharing plans
 - (D) standard-hour plans
3. Which of the following theories of employee motivation distinguishes between "satisfiers" and "dissatisfiers"?
 - (A) Herzberg's Maintenance Theory
 - (B) Maslow's Need Hierarchy
 - (C) McClelland's Achievement Theory
 - (D) McGregor's Theory X and Theory Y
4. A full-time employee of a local union is generally known as a
 - (A) shop steward
 - (B) national representative
 - (C) business agent
 - (D) union organizer
5. Which of the following programs frequently uses simulation to train employees?
 - (A) Apprenticeship training
 - (B) On-the-job training
 - (C) Job instruction training
 - (D) Vestibule training

6. Which of the following statements is NOT true about exempt employees?
- (A) They are subject to the overtime provisions of the Fair Labor Standards Act.
 - (B) They are permitted to bargain collectively under the provisions of the Taft-Hartley Act.
 - (C) They are permitted to have flexible work schedules.
 - (D) They are paid hourly wage rates.
7. A job specification is usually a written document that
- (A) specifies how a job is to be done
 - (B) outlines the specific duties of a job
 - (C) lists the employee characteristics required to perform a job
 - (D) describes the process used to obtain specific job information
8. Which of the following performance appraisal methods does NOT require the supervisor to compare the performances of subordinate employees in the unit?
- (A) The forced-choice method
 - (B) The forced-distribution method
 - (C) The paired-comparison method
 - (D) The ranking method
9. The Hay Plan is best known as
- (A) an incentive plan
 - (B) a job evaluation plan
 - (C) a pension plan
 - (D) a performance evaluation plan

STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You

should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Carrell, Michael R., Frank D. Kuzmits, and Norbert S. Elbert. *Personnel: Human Resource Management*. Columbus, OH: Charles E. Merrill Publishing Co., current edition.

Cascio, Wayne F. *Managing Human Resources*. New York: McGraw-Hill, current edition.

French, Wendell L. *Human Resource Management*. Boston: Houghton Mifflin, current edition.

Heneman, Herbert G. et al. *Personnel/Human Resource Management*. Homewood, IL: Richard D. Irwin, Inc., current edition.

Ivancevich, John M., and William F. Gluech. *Foundations of Personnel/Human Resource Management*. Homewood, IL: BPI/Irwin, current edition.

Leap, Terry L., and Michael D. Crino. *Personnel/Human Resource Management*. New York: MacMillan, current edition.

Mathis, Robert L., and John H. Jackson, *Personnel*. Anaheim, CA: West Publishing Co., current edition.

Mondy, R. Wayne, and Robert M. Noe. *Personnel: The Management of Human Resources*. Needham Heights, MA: Allyn and Bacon, current edition.

Schuler, Randall J., and Vandra L. Huber. *Personnel and Human Resource Management*. Anaheim, CA: West Publishing Co., current edition.

Sherman, Arthur H., George W. Bohlander, and Herbert J. Chrudden. *Managing Human Resources*. Cincinnati, OH: South-Western Publishing Co., current edition.

Werther, William B., Jr., and Keith Davis. *Human Resource and Personnel Management*. New York: McGraw-Hill, current edition.

Current textbook used by a local college or university for a course on the subject.

CREDIT RECOMMENDATIONS

The Center For Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST examination development process. ACE has made the following recommendations:

Area or Course	
Equivalent:	Human Resource Management
Level:	Lower level baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

INFORMATION

Colleges and universities that would like to review additional information about the national norming, or assistance in local norming or score validation studies should write to: DSST Program, Mail Stop 11-P, The Chauncey Group International, 664 Rosedale Road, Princeton, New Jersey 08540.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. The Chauncey Group will be happy to help schools in this effort.

Correct Responses to sample questions: 1A; 2D; 3A; 4C; 5D; 6A; 7C; 8A; 9B.